

Men's and Women's Meta-Stereotypes and Out-Group Stereotypes in Relation to Sexism

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Runninghead: META -STEREOTYPING

Men's and Women's
Meta-Stereotypes and Out-Group Stereotypes
in Relation to Sexism

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Abstract

The primary goal of this research was to examine men's and women's *meta-stereotypes*, the stereotype that group members expect out-group members to hold about their own group, and *out-group stereotypes*, the stereotype that group members hold about the opposite gender. It was predicted that the magnitude of these stereotypes would be greater among individuals with higher sexism scores than among individuals with lower sexism scores. Results of this study indicate the existence of meta-stereotypes and out-group stereotypes held by men and women, along with specifying the adjectives that comprise these views. At the same time, only weak correlations were found between levels of sexism and magnitudes of meta-stereotypes and out-group stereotypes.

Men's and Women's Meta -Stereotypes and Out-Group Stereotype in Relation to Sexism

Traditionally, stereotype literature has indicated group members' stereotypes of other groups as a determinant of prejudice and discrimination (Allport, 1954; Brown, 1995; Aronson, 1999). Stereotypes present overly simplistic and often uncomplimentary images of the groups that they ostensibly describe, and as these views are widely held within our society, stereotypes constitute a serious problem for inter-group relationships. Stereotypes are especially problematic because they tend to resist disapproval; group members tend to better attend to and recall stereotype confirming information than they do stereotype disconfirming information (Rothbart, Evans, & Fulero, 1979; Hamilton & Rose, 1980; Snyder, 1981).

Nonetheless, despite the attention typically paid to stereotypes of out-group members as sources of inter-group tensions, recent research suggests that cross-group interactions may be as impacted by one's beliefs about how one's own group is perceived by an out-group (Vorauer, Main, & O'Connell, 1998). Furthermore, these beliefs about how one's own group is viewed by out-group members may be particularly difficult to dispel or change, as it may be rather awkward for group members to inquire about the stereotypes and evaluations of their own group from out-group members (Vorauer et al., 1998). These beliefs about what out-group members think about one's own group may then even become a possible source of prejudice, as people are inclined to respond negatively when they feel they are being negatively received by others (Vorauer et al., 1998; Stephan & Stephan, 1985).

Vorauer et al. (1998) refer to such beliefs about one's own group as a *meta-stereotype*, which they define as an individual's expectations about the stereotype that

out-group members hold regarding the individual's own group (see also Vorauer & Kumhyr, 2001; Sigelman & Tuch, 1997; Klein & Azzi, 2001; and Vorauer, Main, & Roy, 2000). A recent set of studies by Vorauer and her colleagues (1998) have approached the issue of meta-stereotyping by examining the views of dominant racial group members. In their studies, Vorauer et al. (1998) found the existence of a meta-stereotype held by the dominant group (White Canadians), regarding how they believed they were viewed by the lower status out-group (Aboriginal Canadians). This particular meta-stereotype is characterized by many traits including prejudiced, closed minded, arrogant, selfish, unfair, and cruel. In other words, dominant group members expect lower status out-group members to associate these traits with the dominant group. A limited amount of research has also examined meta-stereotypes from the perspective of lower status group members (African-Americans) regarding the stereotype that they expect dominant group members (White Americans) to hold about them (Sigelman & Tuch, 1997).

Vorauer et al.'s (1998) results also indicate that differences in meta-stereotyping depend upon the prejudice level of the dominant group member. While Vorauer et al. (1998) found that both high and low prejudiced dominant group members hold similar meta-stereotypes, these authors also found that dominant group members hold different expectations about interactions with Aboriginal and White group members that correspond to their level of prejudice. For example, dominant group members high in prejudice expect to be viewed in a more stereotypical manner when interacting with an Aboriginal "partner" than with a White "partner." In contrast, dominant group members low in prejudice expect to be viewed in a less stereotypical manner when interacting with an Aboriginal "partner" than with a White "partner" (see also Vorauer & Kumhyr, 2001).

Vorauer and her colleagues (1998) reasoned that the expectancy of being stereotyped among highly prejudiced dominant group members is presumably due to the centrality of their racial attitudes to their self-concepts. Accordingly, dominant group members lower in prejudice, whose racial attitudes are less central in their minds, are less likely to expect to be stereotyped by the out-group member.

The current study will be a synthesis of Vorauer et al.'s (1998) and Sigelman & Tuch's (1997) research, while extending their work in several ways. First, this study will extend the prior research from examinations of only racially and ethnically based meta-stereotypes to include an assessment of meta-stereotypes within the context of gender relations. Second, the present study will extend prior work by examining meta-stereotypes and out-group stereotypes among both members of the higher-status group (men) and members of the lower-status group (women). While useful, Vorauer et al.'s (1998) analysis of meta-stereotypes is limited only to meta-stereotypes held by dominant racial group members (White Canadians) in terms of how they believe they are viewed by lower status racial group members (Aboriginal Canadians). Sigelman & Tuch's (1997) research is similarly limited in that it only examines the meta-stereotype that the lower-status group (black Americans) holds regarding the anticipated views of the dominant group (white Americans). Hence, this study will examine the perspectives of both men and women in terms of how they view the other gender group and how they expect to be viewed by each other.

Additionally, these relationships will be examined in relation to differing levels of prejudice (in this case, sexism), a factor that was also taken into account by Vorauer et al. (1998) in their research. Specifically, the current study aims to examine how level of

sexism relate to the degree to which men and women believe meta -stereotypes held by the other gender group and the degree to which they endorse stereotypes about the other gender group.

Summary of Research Goals and Hypotheses

Pulling all of these themes together, the current study will investigate how both higher-status and lower -status group members view out -group members (Out -Group Stereotypes) as well as how they expect to be viewed by out -group members (Meta -Stereotypes). Stemming from the research of Vo -rauer et al. (1998), this study will first establish the existence and content of meta -stereotypes and out -group stereotypes for both the higher and lower -status groups: men and women. This study will then examine relationships between these meta -stereotypes and out -group stereotypes and level of sexism among men and women. It is predicted that group members higher in sexism will tend to endorse the meta -stereotype of their group to a greater degree. Conversely, it is predicted that group members lower in sexism will tend to endorse their group's meta -stereotype to a lesser degree. This study predicts similar patterns of effects for out -group stereotypes. Specifically, it is predicted that group members higher in sexism will tend to hold stronger out -group stereotypes than will group members who are lower in sexism.

Method

Pilot Testing

Participants. A sample of 75 Boston College students (23 males and 52 females) were recruited from undergraduate psychology courses and participated in a pilot study.

Procedure. Participants completed a checklist of 126 adjectives and rated how stereotypically masculine, feminine, or neutral each of the 126 adjectives were using a

scale from 1 (feminine) through 5 (masculine). The adjectives on the checklist include previously designated masculine and feminine adjectives, taken from the Pancultural Adjective Checklist (Williams & Best, 1994), as well as some neutral adjectives added by the research team. The pilot test was conducted to assess whether particular adjectives are commonly associated with stereotypes for men and women. A edited trait list was compiled from this original checklist on the basis of the results from the pilot test. Adjectives with mean scores falling between 1.00 and 2.48 on the 5 points scale were selected as the feminine traits for the edited trait list, adjectives with mean scores between 3.60 and 5.00 were selected as the masculine traits, and adjectives with mean scores between 3.10 and 3.56 were selected as the neutral traits. This edited trait checklist of 40 adjectives included 15 masculine, 15 feminine, and 10 neutral traits.

Testing Session

Participants. Altogether, 113 Boston College undergraduates (53 men and 60 women) participated in the study. Participants completed a packet including a wider range of questionnaires in exchange for 1 research participation credit, which was used to fulfill the department research participation requirement. Participants completed these questionnaires individually in either a large or small group setting.

Procedure. The packet of questionnaires included several measures that are relevant to this study. For each of these measures, both male and female participants used the edited trait list to rate the extent to which the adjectives are descriptive of two given populations, men and women. Participants were instructed to make these ratings according to their knowledge of socially shared stereotypes, regardless of whether they personally endorse these stereotypes.

Ratings Relevant to Meta -Stereotypes

Meta-stereotype ratings. Male and female participants were also asked to estimate the degree to which most members of the opposite sex believe that each adjective is descriptive of the participant's own sex. In other words, male participants were asked to imagine the stereotype that most women hold about men, and thinking in terms of what most women would think, to estimate the percentage of men that possess each trait. Similarly, female participants were asked to imagine the stereotype that most men hold about women, and thinking in terms of this stereotype, to estimate the percentage of women that possess a certain trait. Thus, a rating of 60% for a particular adjective would indicate that the participant estimated that most members of the opposite sex believe that the adjective is descriptive of 60% of their own sex.

Other Group ratings. Male and female participants were asked to estimate the degree to which members of the opposite sex believe that a certain adjective is descriptive of that other sex. Male participants were asked to estimate women's perceptions of the percentage of women who possess each trait. Similarly, female participants were asked to estimate men's perceptions of the percentage of men who possess each trait. A estimate of 60% indicates that the participant predicted that most members of the opposite sex believe that the adjective is descriptive of 60% of the members of that opposite sex.

Ratings Relevant to Out -group Stereotypes

Out-Group ratings. Male and female participants were also asked to estimate the degree to which most members of their sex believe that the adjective is descriptive of the opposite sex. Specifically, male participants were asked to estimate men's perceptions of

the percentage of women who possess each trait. Similarly, female participants were asked to estimate women's perception of the percentage of men who possess each trait. An estimate of 60% indicates that the participant predicted that most members of their own sex believe that the adjective is descriptive of 60% of the members of the opposite sex.

Own Group ratings. Male and female participants were asked to estimate the degree to which most members of their sex believe each adjective is descriptive of their own sex. Male participants estimated men's perception of the percentage of men who possess each trait. Likewise, female participants estimated women's perception of the percentage of women who possess each trait. An estimate of 60% indicates that the participant predicted that most members of their own sex believe that the adjective is descriptive of 60% of the members of their own sex.

Ambivalent Sexism

Participants were also asked to respond to items from the Ambivalent Sexism Inventory (ASI) (Glick & Fiske, 1997) in order to assess the degree to which participants endorse sexist attitudes. This scale measures levels of sexism toward women in both men and women. Participants were asked to rate the extent to which they agree or disagree with each item on a 6-point Likert type scale ranging from 0 (strongly disagree) to 5 (strongly agree). The alpha coefficient of reliability for this scale was .74.

Results

The initial analysis of this study focused on both confirming the existence of socially shared meta-stereotypes and out-group stereotypes held by men and women and the content of these stereotypes in terms of the adjectives they include.

Existence of Meta -Stereotypes Among Men and Women

The existence of the meta -stereotypes was examined using the diagnostic ratio method employed by Vorauer et al. (1998). Diagnostic ratios are calculated by dividing *target ratings*, the proportion of a target group's members who possess certain traits, by *baseline ratings*, the proportion of a comparison group's members who possess these same traits. For example, to assess meta -stereotyping among male participants, the target ratings consist of men's estimates of women's beliefs about the percentage of men possessing certain traits (Meta -Stereotype ratings). The baseline ratings consist of men's estimates of women's beliefs about the percentage of women possessing the same traits (Other Group ratings). A target -to-baseline ratio that is significantly different from 1.0 indicates that men's estimates of the stereotype that women hold about men (Meta -Stereotype ratings) are significantly different from men's estimates of the stereotype that women hold about women (Other Group ratings), that the trait belongs to the stereotype of the target group (Meta -Stereotype ratings). Similarly, to assess meta -stereotyping among female participants, target ratings estimating men's beliefs about the percentage of women possessing certain traits (Meta -Stereotype ratings) would be divided by baseline ratings estimating men's beliefs about the percentage of men possessing the same traits (Other Group ratings).

After computing the diagnostic ratios for each adjective and each participant, the diagnostic ratios were then analyzed using a one -sample *t*-test. For each trait, this analysis tests whether the mean of the diagnostic ratios across participants differs significantly from 1.0, thus indicating whether the trait belongs to the meta -stereotype for that group.

Content of Meta -Stereotypes Among Men and Women

These analyses specify the content of the meta -stereotypes held by men and women in terms of the adjectives included within these views. Although many traits may be included in the meta -stereotype, certain traits may be rated as *typical* (resulting in positive *t-values*) while others may be rated as *atypical* (resulting in negative *t-values*). A positive *t-value* is computed when the target rating (Meta -Stereotype ratings) exceeds the baseline rating (Other Group ratings), thereby suggesting that the trait is rated to be typical of the participant's own group and atypical of the other group. A negative *t-value* is computed when the baseline rating (Other Group ratings) exceeds the target rating (Meta-Stereotype ratings) such that the trait is rated to be typical of the other group and atypical of the participants' own group.

Based on these analyses, the male meta -stereotype, that men expect women to hold about men, includes a total of 34 traits. See Table 1 for a complete list of the traits. Twenty traits belonging to the male meta -stereotype were computed to have positive *t-values*, indicating that these traits are deemed to be typical of men and atypical of women (e.g. show -off, coarse). In contrast, 14 traits belonging to the male meta -stereotype were computed to have negative *t-values*, indicating that these traits are deemed to be atypical of men but typical of women (e.g. sensitive, sentimental).

The female meta -stereotype, that women expect men to hold about women, includes a total of 27 traits. See Table 2 for a complete list of the traits. Fourteen traits belonging to the female meta -stereotype were computed to have positive *t-values*, indicating that these traits are deemed to be typical of women and atypical of men (e.g. submissive, weak). In contrast, 13 traits belonging to the female meta -stereotype were

computed to have negative *t-values*, indicating that these traits are deemed to be atypical of women but typical of men (e.g. aggressive, tough).

Existence of Out -Group Stereotypes Among Men and Women

The existence of the out -group stereotype was determined in much the same manner as the meta -stereotype was determined, using the diagnostic ratio method. Again, a target -to-baseline ratio that is significantly different from 1.0 indicates that the trait belongs to the stereotype of the target group. For male participants, the target ratings consist of estimating men's beliefs about the percentage of women possessing certain traits (Out -Group ratings). The baseline ratings consist of estimating men's beliefs about the percentage of men possessing the same traits (Own Group ratings). For female participants, the target ratings consist of estimating women's beliefs about the percentage of men possessing certain traits (Out -Group ratings). The baseline ratings consist of estimating women's beliefs about the percentage of women possessing the same traits (Own Group ratings).

After computing the diagnostic ratios for each adjective and each participant, the diagnostic ratios were then analyzed using a one -sample *t-test* to determine for each trait whether the mean of the diagnostic ratios across participants differs significantly from 1.0, thus whether the traits belong to the out -group stereotype for that group.

Content of Out -Group Stereotypes Among Men and Women

Men's out -group stereotype, the stereotype that men hold about women, includes a total of 23 traits. See Table 3 for a complete list of the traits. Thirteen traits belonging to men's out -group stereotype were computed to have positive *t-values*, indicating that these traits are deemed to be atypical of women and typical of men (e.g. submissive,

emotional). In contrast, 10 traits belonging to men's out-group stereotypes were recomputed to have negative *t-values*, indicating that these traits are deemed to be atypical of women but typical of men (e.g. aggressive, tough).

As for women's out-group stereotype, the stereotype that women hold about men, this stereotype includes a total of 35 traits. See Table 4 for a complete list of the traits.

Nineteen traits belonging to women's out-group stereotype were recomputed to have positive *t-values*, indicating that these traits are deemed to be typical of men and atypical of women (e.g. show-off, coarse). In contrast, 16 traits belonging to women's out-group stereotype were recomputed to have negative *t-values*, indicating that these traits are deemed to be atypical of men but typical of women (e.g. emotional, sentimental).

Relationships Between Meta-Stereotypes and Out-Group Stereotypes

Chi-square analyses were conducted to assess the accuracy of meta-stereotypes, whether the characteristics included in meta-stereotypes correspond to those included in out-group stereotypes. For each meta-stereotype and out-group stereotype, each trait from the list of 40 was coded as "1," indicating inclusion within the stereotype, or as "0," indicating exclusion from the stereotype. Chi-square analyses were then run to assess any correspondences between those traits that were included within meta-stereotypes and out-group stereotypes, or excluded from these stereotypes. The results of these analyses indicate that meta-stereotypes held by men and women strongly correspond to out-group stereotypes. Significant correspondences were found to exist between men's meta-stereotype traits and women's out-group stereotype traits, such that the proportions of characteristics included in or excluded from the stereotypes significantly differ from what would be expected by chance, $\chi^2(1, n=40)=9.076, p=.003$. Likewise, similar

correspondences were also found to exist between women's meta-stereotype traits and men's out-group stereotype traits, $\chi^2(1, n=40)=9.339, p=.002$. See Tables 5 and 6 for complete analyses.

Chi-square analyses were also conducted to assess how the meta-stereotypes and out-group stereotypes established in this research correspond to generally held stereotypes of men and women, taken from the Pancultural Adjective Checklist (Williams & Best, 1994). For these stereotypes, each trait from the list of 40 was coded as "1," indicating feminine for the female stereotype and masculine for the male stereotype, or as "0," indicating not feminine for the female stereotype and not masculine for the male stereotype. The results of these analyses indicate that significant correspondences exist between the generally held stereotype of women and women's meta-stereotypes, $\chi^2(1, n=40)=7.301, p=.007$, as well as between the general stereotype of women and men's out-group stereotypes, $\chi^2(1, n=40)=8.355, p=.004$. No significant correspondences were identified between men's meta-stereotypes or women's out-group stereotypes and the generally held stereotype of men. See Tables 7-10 for complete analyses.

Meta-Stereotypes and Out-Group Stereotypes in Relation to Sexism

This secondary analysis for this study focused on exploring relationships between men's and women's reports of sexism and how they expect to be viewed by others (Meta-Stereotypes) as well as how they view members of the other gender (Out-Group Stereotypes). Group members higher in sexism were expected to more strongly endorse meta-stereotypes and out-group stereotypes relative to group members lower in sexism.

Magnitude of sexism was determined by the participant's scores on the Ambivalent Sexism Inventory (ASI) (Glick & Fiske, 1997), with higher ASI scores

indicating higher levels of sexism. Bivariate correlations were conducted to assess how level of sexism relates to magnitude of meta-stereotypes, or the degree of endorsement of meta-stereotype traits. Magnitude of meta-stereotypes was ascertained by the participant's diagnostic ratings for each trait, with higher ratios indicating stronger endorsement of meta-stereotype traits, thus a higher general meta-stereotype magnitude. The results of these analyses indicate that, among women, significant correlations exist between level of sexism and 4 meta-stereotype traits. Three of these significantly correlated traits are typical female meta-stereotype traits (sensitive, sentimental, and modest) and one is an atypical female meta-stereotype trait (individualistic). Regarding the typical traits, one trait is positively correlated with sexism (modest, $r(40) = .37, p < .05$) such that higher levels of sexism correspond to a greater endorsement of this meta-stereotype trait, with this endorsement falling in a positive direction. In other words, women higher in sexism regard this trait to be descriptive of women. Also regarding the typical traits, two are negatively correlated with sexism (sensitive, $r(40) = -.312, p < .05$, and sentimental, $r(40) = -.326, p < .05$) such that higher levels of sexism correspond to a greater endorsement of these meta-stereotype traits, with this endorsement falling in a negative direction. In other words, women higher in sexism regard these traits to be significantly *not* descriptive of women. Finally, as the atypical trait, individualistic, $r(39) = .421, p < .01$, is positively correlated with sexism, higher levels of sexism correspond to a greater endorsement of this meta-stereotype trait, with this endorsement falling in a positive direction. In other words, women higher in sexism regard this trait to be descriptive of women. Among men, however, no significant correlations were found between level of sexism and the degree of endorsement of meta-stereotype traits.

Bivariate correlations were also conducted to assess how level of sexism relates to degree of endorsement of out-group stereotypic traits. The results of these analyses indicate that 2 typical male out-group stereotypic traits are negatively correlated with level of sexism (dependent, $r(39) = -.394, p < .05$, and talkative, $r(39) = -.318, p < .05$), such that higher levels of sexism correspond to a greater endorsement of these out-group stereotypic traits, with this endorsement falling in a negative direction. In other words, men higher in sexism regard these traits as significantly *not* descriptive of women. Among women, however, no significant correlations were found between level of sexism and the degree of endorsement of out-group stereotypic traits.

Discussion

The results of this research indicate the existence of meta-stereotypes held by men and women regarding how they expect to be viewed by members of the other gender group. Upon closer examination, however, these results are somewhat surprising in that these stereotypes are broader and more encompassing than common expectations might predict. For example, both men's and women's meta-stereotypes include both stereotypical masculine and feminine traits (e.g. confident, dependent). Likewise, both men's and women's out-group stereotypes include both stereotypical masculine and feminine traits. According to previous research (Bem, 1974; Williams & Best, 1994), the common expectations of men and women would likely predict men's meta-stereotypes and women's out-group stereotypes to include predominantly stereotypically masculine traits and women's meta-stereotypes and men's out-group stereotypes to include predominantly stereotypically feminine traits.

These findings are intriguing as they suggest that the stereotypes of men and women are conceived in relation to each other. Adjectives that are deemed to be characteristic of men are deemed to be uncharacteristic of women and vice versa. As such, the stereotypes found in this research function to contrast men and women. Previous research has also found that stereotypes often serve to contrast the in-group and the out-group (Campbell, 1956). This casting of men and women as opposites may, in turn, lead expectations for these groups to be similarly contrasting, potentially leaving men and women with relatively limited and prescribed roles to fulfill (see Aronson, 1999).

The hypothesis of the current study posited that higher levels of sexism would be correlated with stronger endorsement of stereotypes. This hypothesis, however, was not supported by the data in that only 4 out of 61 trait dimensions were significantly related to level of sexism. More specifically, 4 out of 27 female meta-stereotype traits were significantly correlated with level of sexism, while none of the 34 male meta-stereotype traits were significantly related to sexism. Of the results that were significant, 3 of the 4 correlations also appear to contradict the hypothesis; 2 typical female meta-stereotype traits were negatively correlated with sexism and 1 atypical female meta-stereotype trait was positively correlated with sexism. As for the out-group stereotype, the results of this research also do not support the hypothesis. Only 2 out of 23 male out-group stereotype traits were significantly correlated with level of sexism, while none of the 35 female out-group stereotype traits were significantly correlated with level of sexism. Of the results that were significant, both correlations contradict the hypothesis; both typical male out-group stereotype traits were negatively correlated with sexism.

Glick & Fiske (1997) do not question the profound effects that sexism has upon our society. According to these researchers, sexism works to justify and perpetuate traditional gender roles within our society. Why then did the current research find little correlation between level of sexism and stereotype magnitude?

It is conceivable that these analyses yielded few meaningful, significant correlations between level of sexism and magnitude of the stereotype as a result of the widespread influence of stereotypes within our culture (Reis & Wright, 1982; Devine, 1989; Vorauer, Main, & O'Connell, 1998). Perhaps knowledge of cultural stereotypes is so deeply ingrained within members of our society that an individual's level of sexism has very little effect on shaping his or her meta-stereotypes or stereotypes of other groups. The widespread nature of stereotypes is evidenced by children's extensive knowledge of gender stereotypes. Research within this field has established that children possess extensive knowledge of gender stereotypes by the age of 5 years and has suggested that children begin to acquire this knowledge as early as 3½ years old (Reis & Wright, 1982). Devine's (1989) research also found that identical out-group stereotypes were activated for all participants, irrespective of whether the participants were higher or lower in prejudice (see also Vorauer, Main, & O'Connell, 1998).

Another possible explanation to account for these reported non-significant results is the fact that participants were specifically asked to make the meta-stereotype and other stereotyping using only their knowledge of general stereotypes, without regard to personal views. Perhaps participants were indeed able to separate their own personal views, which could have potentially been affected by level of sexism, from the task at hand, which was to make the meta-stereotype and other stereotyping using their

knowledge of general culturally held stereotypes. To test this possibility, further research is necessary comparing an individual's personal stereotypes of an out-group with the individual's knowledge of socially shared stereotypes of the out-group with the individual's sexism level.

An additional explanation for the results of this study is relevant to Glick & Fiske's (1997) conceptualization of sexism. These authors define sexism as ambivalent, including both benevolent and hostile attitudes toward women. More specifically, benevolent sexism entails subjectively positive attitudes toward women, including attitudes of protection and idealization, while hostile sexism entails subjectively negative attitudes toward women, including attitudes of domination and derogation (Glick & Fiske, 1997). Regarding the current study, the traits computed to be part of the typical female meta-stereotype and the typical male out-group stereotype are generally positive, endearing, and communicate a sense of weakness and vulnerability, traits consistent with the stereotypes that are likely to be held by benevolent sexists (e.g. affectionate, dependent, submissive). The traits computed to be part of these stereotypes are not subjectively negative or derogatory and are inconsistent with the stereotypes likely to be held by hostile sexists. Since the traits included within the female stereotypes are consistent only with benevolent sexist views, and since the sexism scale used in this research included measures of both benevolent and hostile sexism, then the non-significant findings of this research may be due to the fact that hostile and benevolent sexism were not measured separately. The selection of positive, endearing adjectives for female related stereotypes implies the workings of benevolent sexism. Indeed, previous research (Glick, Diebold, Bailey-Werner, & Zhu, 1997) has confirmed that hostile sexism predicts

negative attitudes and stereotypes regarding women while benevolent sexism predicts positive attitudes and stereotypes. As both the hostile and benevolent sexism measures are included within the ASI, it is conceivable that these measures may be canceling each other out. In other words, if only benevolent sexism level was correlated with stereotype magnitude, perhaps a significant correlation would result. To test this proposition, future research should examine this possibility, as the ASI can be split into subscales of benevolent and hostile sexism.

Conclusion

In conclusion, the purpose of the current study was to establish and define meta-stereotypes and out-group stereotypes held by men and women, and to examine how the strengths of these stereotypes correspond to group members' levels of sexism. Although few significant relationships were found between stereotype magnitude and level of sexism, these findings do not detract from the importance of the results from this study. Meta-stereotypes and out-group stereotypes are important in their own right as they can have serious effects upon inter-group relations as well as upon the self (Vorauer et al., 1998).

The propensity for stereotypes to be based on generalizations stemming from inaccurate information (see Aronson, 1999) illustrates the significant implication that they can have upon inter-group relations. Even regarding situations where group stereotypes are seemingly positive, as in the case of the "Model Minority" stereotype of Asian-Americans (see Takaki, 1998), these stereotypes are still harmful as they rob group members of individuality and impose standards to which group members may feel pressured to conform. More specifically regarding meta-stereotypes, the expectation of

being stereotyped can constitute a serious threat to one's self-concept (Vorauer et al., 1998; Stephan & Stephan, 1985). These beliefs about what out-group members think about one's own group may then even become a possible source of prejudice, as people are inclined to respond negatively when they feel they are being negatively received by others (Vorauer et al., 1998; Stephan & Stephan, 1985).

Apart from the consequences for inter-group relations, stereotypes can also have serious implications for the self. Out-group stereotypes and meta-stereotypes are particularly problematic in their potential to become self-fulfilling prophecies. Research by Snyder, Tanke, & Berscheid (1977) has indicated that the mere existence of a stereotype can produce the very stereotypic behavior and characteristics that it describes (see also Word, Zanna, & Cooper, 1974). More specifically, knowledge of stereotypes of certain out-groups may inadvertently affect one's behavior so as to elicit stereotype-consistent behavior from out-group members. Other research highlighting the implication that stereotypes have upon the self has indicated that stereotypes can either be descriptive, simply describing the characteristics or behavior of a social group, or prescriptive, indicating how social group members *should* be (Glick & Fiske, 1999). Prescriptive stereotypes certainly have the potential to become self-fulfilling prophecies. Group members may indeed adopt and internalize the stereotypes they know that they *should* embody. Indeed, the prescriptive stereotypes of women function to maintain the status quo of gender relations and "keep women in their place," depending upon and subordinating women.

Meta-stereotypes can also have specific implications for the self through their contribution to stereotypic threat, the threat of confirming a negative stereotype of one's

own group within a performance domain (Steele, 1997). Stereotype threat can function as a self-fulfilling prophecy as group members who fear confirming a negative stereotype of their group often end up inadvertently confirming these stereotypes. For example, women are typically negatively stereotyped as having poor mathematical abilities and, fearing that they will confirm the negative stereotype of their group, women indeed do often end up confirming this stereotype through their poor performance (see Spencer, Steele, & Quinn, 1999). As a side note, stereotype threat only presents this achievement barrier to group members who incorporate the negatively stereotyped domain into their self-identity (i.e. women who identify as having mathematical ability will be threatened by the stereotype that they do not have this ability). Logically, group members who do not incorporate the stereotyped domain into their identity will not be threatened by it. Thus, knowledge or beliefs about the stereotypes of one's own group (i.e. meta-stereotypes) can function as a self-fulfilling prophecy producing the very undesired stereotypic behavior and characteristics that group members want to disconfirm.

Finally, out-group stereotypes and meta-stereotypes have significant real life implications that warrant and necessitate their research and investigation. Interestingly, results from one line of research have indicated that out-group stereotyping has decreased in recent years (see Brown, 1995). However, other research findings have suggested that this apparent decrease in stereotyping may be due more to increasing social norms of tolerance than to decreasing prejudicial attitudes (see Brown, 1995). Although out-group stereotype research abounds within the literature, as stereotyping remains an inconclusive and disputed topic, further research is necessary to better understand and regulate this social problem. As for meta-stereotyping, literature about this topic currently exists in

only a limited amount. Further research is necessary to develop and augment the body of information about this interesting phenomenon.

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Table1:

Men's Meta - Stereotype Traits

Trait	DiagnosticRatio	T-value
Adventurous	1.6119	6.866
Affectionate	0.3961	-20.086
Aggressive	2.7631	6.584
Arrogant	2.3585	5.243
Cautious	0.5559	-10.707
Coarse	2.8385	6.130
Conceited	1.6521	5.337
Confident	1.3405	5.334
Courageous	1.5903	3.976
Cruel	2.475	3.019
Dependent	0.7138	-5.209
Emotional	0.3892	-17.113
Fearful	0.7099	-4.978
Forgiving	0.6524	-8.257
Gentle	0.5231	-13.543
Greedy	1.6482	5.610
Hardheaded	2.1146	4.880
Individualistic	1.4033	3.537
Loud	1.78	5.008
Modest	0.793	-3.972
Opportunistic	1.4327	2.891
Reckless	2.349	6.117
Restless	1.2879	2.938
Sensitive	0.3827	-22.761
Sentimental	0.3844	-20.988
Show-off	2.9323	4.919
Soft-hearted	0.491	-15.295
Stern	1.8248	4.827
Stingy	2.467	2.672
Submissive	0.7169	-3.840
Talkative	0.6795	-7.479
Timid	0.6856	-4.624
Tough	1.8397	7.714
Unfriendly	1.5082	4.674

Table2:

Women'sMeta -StereotypeTraits

Trait	DiagnosticRatio	T-value
Adventurous	0.5204	-14.153
Affectionate	3.264	7.876
Aggressive	0.4439	-14.204
Alert	0.8529	-2.791
Cautious	2.1848	3.953
Coarse	0.6386	-5.207
Confident	0.7391	-8.098
Courageous	0.6092	-9.043
Dependent	4.8014	6.083
Emotional	4.8276	8.594
Fearful	4.225	3.704
Forgiving	2.1818	3.406
Gentle	3.4206	7.082
Individualistic	0.8209	-2.746
Inventive	0.8262	-2.777
Loud	0.7568	-4.918
Modest	1.9008	3.387
Reckless	0.5972	-6.581
Relaxed	0.7005	-6.265
Sensitive	3.9573	7.255
Sentimental	5.28	6.212
Soft-hearted	4.7876	3.894
Stern	0.6553	-6.714
Submissive	7.4993	3.119
Timid	4.5985	4.060
Tough	0.4351	-18.841
Weak	6.5019	2.706

Table3:

Men's Out - Group Stereotype Traits

Trait	DiagnosticRatio	T-value
Adventurous	0.6382	-7.056
Affectionate	2.2268	6.496
Aggressive	0.5572	-9.512
Arrogant	0.7972	-3.746
Cautious	1.7964	3.734
Coarse	0.6178	-7.478
Confident	0.7794	-5.670
Courageous	0.7523	-3.936
Dependent	2.8258	4.463
Emotional	3.0797	6.045
Fearful	1.985	3.758
Forgiving	1.3515	3.769
Gentle	2.2699	6.479
Modest	1.3419	3.527
Relaxed	0.8103	-4.129
Sensitive	2.8529	7.306
Sentimental	3.0308	5.253
Show-off	0.7519	-3.668
Soft-hearted	2.7836	4.238
Stern	0.668	-7.820
Submissive	4.2513	3.077
Talkative	1.7875	4.640
Tough	.5786	-8.945

Table4:

Women's Out - Group Stereotype Traits

Trait	DiagnosticRatio	T-value
Adventurous	1.5246	6.696
Affectionate	0.4683	-17.345
Aggressive	2.3795	7.888
Alert	0.8122	-4.013
Arrogant	2.4196	4.362
Cautious	0.524	-11.568
Coarse	3.2319	5.220
Conceited	2.3144	4.252
Confident	1.4705	5.120
Courageous	1.4335	4.428
Cruel	2.2847	4.001
Dependent	0.5604	-6.573
Emotional	0.3652	-23.741
Fearful	0.5608	-7.391
Forgiving	0.6465	-9.496
Gentle	0.5118	-14.561
hardheaded	2.2965	6.829
Inventive	1.2682	3.019
Loud	1.8588	5.977
Modest	0.7435	-4.736
Opportunistic	1.3031	3.309
Reckless	2.6037	6.866
Restless	1.3188	2.677
Sensitive	0.4223	-18.949
Sentimental	0.3684	-23.003
Show-off	3.0017	4.349
Soft-hearted	0.5435	-9.151
Stern	1.6113	3.741
Stingy	1.9298	3.262
Submissive	0.4434	-13.285
Talkative	0.7543	-4.378
Timid	0.7148	-3.579
Tough	2.485	4.405
Unfriendly	1.4397	2.695
Weak	.7516	-3.332

Table5:

Chi-Square Analysis Between Men's Meta-Stereotypes and Women's Out -Group Stereotypes

		Men's Meta -Stereotypes		Total
		.00	1.00	
Women's Out - Group Stereotypes	.00count	3	2	5
	1.00count	3	32	35
Totalcount		6	34	40

Table6:

Chi-Square Analysis Between Women's Meta -Stereotypes and Men's Out -Group Stereotypes

		Women's Meta -Stereotypes		Total
		.00	1.00	
Men's Out -Group Stereotypes	.00count	10	7	17
	1.00count	3	20	23
Total count		13	27	40

Table7:

Chi-Square Analysis Between Stereotypes of Women from the Pancultural Adjective

Checklist and Women's Meta -Stereotypes

		Women's Meta -Stereotypes		Total
		.00	1.00	
Stereotypes of Women from the Pancultural Adjective Checklist	.00 count	12	13	25
	1.00 count	1	14	15
Total count		13	27	40

Table8:

Chi-Square Analysis Between Stereotypes of Women from the Pancultural Adjective

Checklist and Men's Out -Group Stereotypes

		Men's Out -Group Stereotypes		Total
		.00	1.00	
Stereotypes of Women from the Pancultural Adjective Checklist	.00 count	15	10	25
	1.00 count	2	13	15
Total count		17	23	40

Table9:

Chi-Square Analysis Between Stereotypes of Men from the Pancultural Adjective

Checklist and Men's Meta -Stereotypes

		Men's Meta -Stereotypes		Total
		.00	1.00	
Stereotypes of Men from the Pancultural Adjective Checklist	.00 count	5	20	25
	1.00 count	1	14	15
Total count		6	34	40

Table10:

Chi-Square Analysis Between Stereotypes of Men from the Pancultural Adjective

Checklist and Women's Out -Group Stereotypes

		Women's Out -Group Stereotypes		Total
		.00	1.00	
Stereotypes of Men from the Pancultural Adjective Checklist	.00 count	4	21	25
	1.00 count	1	14	15
Total count		5	35	40

APPENDIX A

PilotTest: AdjectiveChecklist

Below is a list of adjectives. Please indicate the extent to which you think each adjective is

male-associated, female-associated, or neutral.

1	2	3	4	5
Female		Neutral		Male
_____ 1. Active	_____ 43. Foolish	_____ 85. Realistic		
_____ 2. Adaptable	_____ 44. Forgiving	_____ 86. Reckless		
_____ 3. Adventurous	_____ 45. Frivolous	_____ 87. Relaxed		
_____ 4. Affected	_____ 46. Fussy	_____ 88. Resourceful		
_____ 5. Affectionate	_____ 47. Generous	_____ 89. Restless		
_____ 6. Aggressive	_____ 48. Gentle	_____ 90. Rigid		
_____ 7. Alert	_____ 49. Good-tempered	_____ 91. Robust		
_____ 8. Amusing	_____ 50. Greedy	_____ 92. Self-pitying		
_____ 9. Appreciative	_____ 51. Happy	_____ 93. Sensitive		
_____ 10. Arrogant	_____ 52. Hardheaded	_____ 94. Sentimental		
_____ 11. Autocratic	_____ 53. Helpful	_____ 95. Serious		
_____ 12. Bossy	_____ 54. Humorous	_____ 96. Sexy		
_____ 13. Capable	_____ 55. Imaginative	_____ 97. Sharp-witted		
_____ 14. Casual	_____ 56. Indifferent	_____ 98. Show-off		
_____ 15. Cautious	_____ 57. Individualistic	_____ 99. Shy		
_____ 16. Changeable	_____ 58. Initiative	_____ 100. Softhearted		

_____ 17. Charming	_____ 59. Interestswide	_____ 101. Sophisticated
_____ 18. Coarse	_____ 60. Inventive	_____ 102. Steady
_____ 19. Complaining	_____ 61. Irritable	_____ 103. Stern
_____ 20. Complicated	_____ 62. Jealous	_____ 104. Stingy
_____ 21. Conceited	_____ 63. Kind	_____ 105. Stolid
_____ 22. Confident	_____ 64. Lazy	_____ 106. Submissive
_____ 23. Confused	_____ 65. Likeable	_____ 107. Suggestible
_____ 24. Conscientious	_____ 66. Loud	_____ 108. Superficial
_____ 25. Conventional	_____ 67. Materialistic	_____ 109. Superstitious
_____ 26. Courageous	_____ 68. Mild	_____ 110. Talkative
_____ 27. Creative	_____ 69. Modest	_____ 111. Theatrical
_____ 28. Cruel	_____ 70. Nervous	_____ 112. Timid
_____ 29. Curious	_____ 71. Obnoxious	_____ 113. Touchy
_____ 30. Cynical	_____ 72. Observant	_____ 114. Tough
_____ 31. Dependent	_____ 73. Opinionated	_____ 115. Unambitious
_____ 32. Determined	_____ 74. Opportunistic	_____ 116. Understanding
_____ 33. Disorderly	_____ 75. Patient	_____ 117. Unfair
_____ 34. Dreamy	_____ 76. Pleasant	_____ 118. Unfriendly
_____ 35. Dull	_____ 77. Pleasure-seeking	_____ 119. Unintelligent
_____ 36. Emotional	_____ 78. Precise	_____ 120. Unscrupulous
_____ 37. Enterprising	_____ 79. Productive	_____ 121. Unstable
_____ 38. Envious	_____ 80. Progressive	_____ 122. Versatile
_____ 39. Excitable	_____ 81. Prompt	_____ 123. Warm

_____ 40. Fault-finding

_____ 82. Prudish

_____ 124. Weak

_____ 41. Fearful

_____ 83. Quick

_____ 125. Witty

_____ 42. Fickle

_____ 84. Rational

_____ 126. Worrying

APPENDIX B

Testing Session: Informed Consent

INFORMED CONSENT FORM

Packet Number _____

Project Title: Mass Testing Fall 2002**Investigators:** Psychology Department**Description**

During this session, you will be filling out a packet of questionnaires designed to gather information about your beliefs about yourself and others, attitudes toward various groups, and demographic characteristics. Oftentimes researchers are interested in recruiting participants who have specific backgrounds or previous experiences. You may be contacted during the academic year to participate in other studies for which you would receive experimental credit and/or monetary compensation. If you are contacted to participate in future studies, it is entirely up to you whether or not to participate. You are in no way obligated to participate in future studies that may arise from this session. In addition, there will be other ways to earn research participation credits this semester besides participating in this testing session -- the department will post studies that require no prior prescreening, and, alternatively, you can opt to critique a set of articles.

You are not expected to experience any discomfort as a result of completing this packet of questionnaires. However, if you feel uncomfortable answering any item, you may leave that item blank and still receive research credit. You will not be penalized for leaving blank items.

Duration and Credit

It is anticipated that the packet of questionnaires will take approximately 45 minutes to complete. You will receive **one (1) research credit slip** upon completion of this packet. **DONOT LOSE THIS SLIP. You are responsible for turning in your research slip to the red box in the Psychology Main Office, McGuinn 301. If you do not turn this slip in, the office will have no record of your participation.**

Confidentiality of Your Answers

Although you will be bubbling in your name and phone number on your answer key, your answers will remain anonymous and confidential. The graduate coordinator will electronically separate your name and phone number from your answers which, from then on, will only be identified by the packet number assigned to you. Investigators who submitted measures to mass testing will be given the data with corresponding packet numbers. If an investigator would like to contact someone on the basis of score(s), he/she will retrieve your name and phone number from the graduate coordinator.

Contact Person for Questions or Problems

If you have any questions or problems concerning this session, you may contact Dr. Joe Tecce, Human Subjects Committee Chair, at 552 -4121, or Frances Frey, Graduate Coordinator at 552 -0597.

Consent to Participate

I have voluntarily decided to participate in this mass testing session. The investigator has adequately answered questions I have about this session, the questionnaires involved, and my participation. I also understand that I may voluntarily terminate my participation at any time.

Signature: _____ Date: Fall 2002 Testing Session

Name (Please Print): _____

Phone Number: _____ E-mail: _____

Final Questionnaire:

Instructions: **Please use the following traits to complete this phrase: “According to the stereotype that American men have about American men, about ____% of American men possess this trait. For example, if you write 65 next to ‘Adventurous,’ that means American men think that 65% of men are adventurous.**

Please write on the lines provided next to each trait.

- | | | |
|---------------------|-------------------------|-----------------------|
| ___ 1. Adventurous | ___ 15. Fearful | ___ 29. Sensitive |
| ___ 2. Affectionate | ___ 16. Forgiving | ___ 30. Sentimental |
| ___ 3. Aggressive | ___ 17. Gentle | ___ 31. Show -off |
| ___ 4. Alert | ___ 18. Greedy | ___ 32. Soft -hearted |
| ___ 5. Arrogant | ___ 19. Hard Headed | ___ 33. Stern |
| ___ 6. Cautious | ___ 20. Individualistic | ___ 34. Stingy |
| ___ 7. Coarse | ___ 21. Inventive | ___ 35. Submissive |
| ___ 8. Conceited | ___ 22. Loud | ___ 36. Talkative |
| ___ 9. Confident | ___ 23. Modest | ___ 37. Timid |
| ___ 10. Courageous | ___ 24. Opportunistic | ___ 38. Tough |
| ___ 11. Cruel | ___ 25. Reckless | ___ 39. Unfriendly |
| ___ 12. Dependent | ___ 26. Relaxed | ___ 40. Weak |
| ___ 13. Determined | ___ 27. Resourceful | |
| ___ 14. Emotional | ___ 28. Restless | |

Instructions: **Please use the following traits to complete this phrase: “According to the stereotypical American women have about American women, about ___ % of American women possess this trait. For example, if you write 65 next to ‘Adventurous,’ that means American women think that 65% of women are adventurous. Please write on the lines provided next to each trait.**

- | | | |
|---------------------|-------------------------|-----------------------|
| ___ 1. Adventurous | ___ 15. Fearful | ___ 29. Sensitive |
| ___ 2. Affectionate | ___ 16. Forgiving | ___ 30. Sentimental |
| ___ 3. Aggressive | ___ 17. Gentle | ___ 31. Show -off |
| ___ 4. Alert | ___ 18. Greedy | ___ 32. Soft -hearted |
| ___ 5. Arrogant | ___ 19. Hardheaded | ___ 33. Stern |
| ___ 6. Cautious | ___ 20. Individualistic | ___ 34. Stingy |
| ___ 7. Coarse | ___ 21. Inventive | ___ 35. Submissive |
| ___ 8. Conceited | ___ 22. Loud | ___ 36. Talkative |
| ___ 9. Confident | ___ 23. Modest | ___ 37. Timid |
| ___ 10. Courageous | ___ 24. Opportunistic | ___ 38. Tough |
| ___ 11. Cruel | ___ 25. Reckless | ___ 39. Unfriendly |
| ___ 12. Dependent | ___ 26. Relaxed | ___ 40. Weak |
| ___ 13. Determined | ___ 27. Resourceful | |
| ___ 14. Emotional | ___ 28. Restless | |

Instructions: **Please use the following traits to complete this phrase: “According to the stereotype that American women have about American men, about ____ % of American men possess this trait. For example, if you write 65 next to ‘Adventurous,’ that means American women think that 65% of men are adventurous. Please write on the lines provided next to each trait.**

- | | | |
|---------------------|-------------------------|-----------------------|
| ___ 1. Adventurous | ___ 15. Fearful | ___ 29. Sensitive |
| ___ 2. Affectionate | ___ 16. Forgiving | ___ 30. Sentimental |
| ___ 3. Aggressive | ___ 17. Gentle | ___ 31. Show -off |
| ___ 4. Alert | ___ 18. Greedy | ___ 32. Soft -hearted |
| ___ 5. Arrogant | ___ 19. Hard Headed | ___ 33. Stern |
| ___ 6. Cautious | ___ 20. Individualistic | ___ 34. Stingy |
| ___ 7. Coarse | ___ 21. Inventive | ___ 35. Submissive |
| ___ 8. Conceited | ___ 22. Loud | ___ 36. Talkative |
| ___ 9. Confident | ___ 23. Modest | ___ 37. Timid |
| ___ 10. Courageous | ___ 24. Opportunistic | ___ 38. Tough |
| ___ 11. Cruel | ___ 25. Reckless | ___ 39. Unfriendly |
| ___ 12. Dependent | ___ 26. Relaxed | ___ 40. Weak |
| ___ 13. Determined | ___ 27. Resourceful | |
| ___ 14. Emotional | ___ 28. Restless | |

Instructions: **Please use the following traits to complete this phrase: “According to the stereotype that American men have about American women, about ____ % of American women possess this trait. For example, if you write 65 next to ‘Adventurous,’ that means American men think that 65% of women are adventurous. Please write on the lines provided next to each trait.**

- | | | |
|---------------------|-------------------------|----------------------|
| ___ 1. Adventurous | ___ 15. Fearful | ___ 29. Sensitive |
| ___ 2. Affectionate | ___ 16. Forgiving | ___ 30. Sentimental |
| ___ 3. Aggressive | ___ 17. Gentle | ___ 31. Show-off |
| ___ 4. Alert | ___ 18. Greedy | ___ 32. Soft-hearted |
| ___ 5. Arrogant | ___ 19. Hard-headed | ___ 33. Stern |
| ___ 6. Cautious | ___ 20. Individualistic | ___ 34. Stingy |
| ___ 7. Coarse | ___ 21. Inventive | ___ 35. Submissive |
| ___ 8. Conceited | ___ 22. Loud | ___ 36. Talkative |
| ___ 9. Confident | ___ 23. Modest | ___ 37. Timid |
| ___ 10. Courageous | ___ 24. Opportunistic | ___ 38. Tough |
| ___ 11. Cruel | ___ 25. Reckless | ___ 39. Unfriendly |
| ___ 12. Dependent | ___ 26. Relaxed | ___ 40. Weak |
| ___ 13. Determined | ___ 27. Resourceful | |
| ___ 14. Emotional | ___ 28. Restless | |

DemographicInformation:

Please write your responses to the following items in the spaces provided :

Age: _____ years

Political Ideology: Extremely Liberal _____

Liberal _____

Somewhat Liberal _____

Moderate _____

Somewhat Conservative _____

Conservative _____

Extremely Conservative _____

Economic Background: Lower Working Class _____

Working Class _____

Upper Working Class _____

Lower Middle Class _____

Middle Class _____

Upper Middle Class _____

Upper Class _____

Ambivalent Sexism Inventory (Glick & Fiske, 1997)

Instructions: Below are a series of statements concerning men and women and their relationships in contemporary society. Please use *the scantron* to indicate the degree to which you agree or disagree with each statement using the scale below.

1	2	3	4	5	6
disagree	disagree	disagree	agree	agree	agree
strongly	somewhat	slightly	slightly	somewhat strongly	

- _____ 1. No matter how accomplished he is, a man is not truly complete as a person unless he has the love of a woman.
- _____ 2. Many women are actually seeking special favors, such as hiring policies that favor them over men, under the guise of asking for "equality."
- _____ 3. In a disaster, women ought not necessarily to be rescued before men.
- _____ 4. Most women interpret innocent remarks or acts as being sexist.
- _____ 5. Women are too easily offended.
- _____ 6. People are often truly happy in life without being romantically involved with a member of the other sex.
- _____ 7. Feminists are not seeking for women to have more power than men.
- _____ 8. Many women have a quality of purity that few men possess.
- _____ 9. Women should be cherished and protected by men.
- _____ 10. Most women fail to appreciate fully all that men do for them.
- _____ 11. Women seek to gain power by getting control over men.
- _____ 12. Every man ought to have a woman whom he adores.

- _____ 13. Men are complete without women.
- _____ 14. Women exaggerate problems they have at work.
- _____ 15. Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.
- _____ 16. When women lost to men in a fair competition, they typically complain about being discriminated against.
- _____ 17. A good woman should be set on a pedestal by her man.
- _____ 18. There are actually very few women who get a kick out of teasing men by seeming sexually available and then refusing male advances.
- _____ 19. Women, compared to men, tend to have superior moral sensibility.
- _____ 20. Men should be willing to sacrifice their own well-being in order to provide financially for the women in their lives.
- _____ 21. Feminists are making entirely reasonable demands of men.
- _____ 22. Women, as compared to men, tend to have a more refined sense of culture and good taste.